



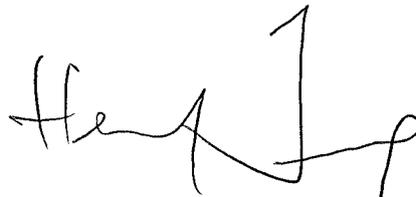
Hong Kong Taoist Association Tang Hin Memorial Secondary School

School Development Plan

2021/22 – 2023/24

School Development Plan

*The following document is
the School Development
Plan for 2021-2024.*



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Supervisor

28 October, 2021

Contents

1.	School Vision and Mission	P.4
2.	Context Analysis	P.5
3.	Major Concern 1: Personal Growth Programme	P.8
4.	Major Concern 2 Effective Learning Programme	P.10

School Vision & Mission

Introduction

Lao Tzu : “Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore all things in the universe honour TAO and highly value Teh.”

老子：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

Confucius: “Man glorifies Tao, not vice versa”

子曰：「人能弘道，非道能弘人。」

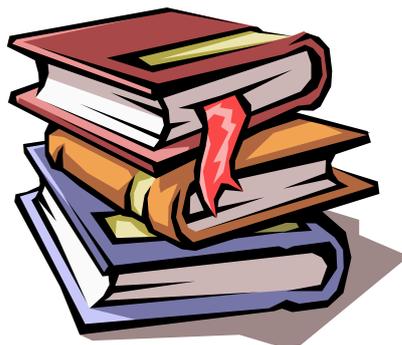
School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students’ moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

Our Commitments

Our school is committed to the full provision of an all-round education for our students in the following directions:

1. To cultivate a positive attitude towards life.
2. To develop their ability for life-long learning and explore their potential talent to the full.
3. To integrate physical education into daily life and alert students to the value of health.
4. To nurture students’ spirit to serve the community.
5. To foster one art for life.



Context Analysis

Our Strengths

- All our students are in the Band One category. Most are diligent, eager to learn and capable of facing challenges for achieving academic excellence.
- In general, there is a high expectation of academic excellence among parents and students.
- The academic standard for most subjects is high. We have achieved a total pass rate in all subjects in the public examination.
- The congenial and harmonious teacher-student relationship contributes to an effective learning environment.
- All our teachers are degree holders and subject-trained with a strong commitment to teaching. They are dedicated and experienced.
- It is our school policy that most teachers concentrate on teaching one or two subjects. They are required to make ongoing curriculum adjustments to meet the academic needs of our students.
- Information technology, audio visual aids and other teaching facilities in the school are constantly being upgraded.
- Teachers are eager to promote eLearning.
- Our library is well equipped with reading materials including books, magazines, newspaper clips and online reading materials.
- A caring environment has been established. Students are willing to seek advice from teachers.
- The school social workers are on campus 5 days a week and provide guidance for students with emotional and behavioural problems.
- Our students are well-mannered and self-disciplined.
- Moral education is a part of the formal curriculum. It is reviewed regularly to help students develop positive values.
- Students are encouraged to participate in at least one cultural or art activity in order to uphold the principle of “One Art for Life”.
- All students, except S.6, are required to participate in Extra-curricular activities or services.
- Our school has a good relationship with parents, who strongly support our various endeavours.
- We receive strong support from our Incorporated Management Committee and sponsoring body in the form of financial assistance, management advice and other resources.

Our Weaknesses

- Although the majority of students are of high academic calibre, a minority are of lower ability. The less able students lack motivation to learn.
- Some students are passive learners. They are often overprotected.
- Most students come from CMI primary schools. They have problems with learning through English in S.1.
- Some students have problems with time management. Some are busy with extra-curricular activities while others spend long hours on the Internet, computer games and mobile phones.
- Our students still have room for improvement in independent learning and the acquisition of higher order thinking skills.
- Many of our students are assisted under the Comprehensive Social Security Assistance (CSSA) and are given full/half remission under the Student Financial

Assistance Scheme (SFAS). They have a relatively lower socio-economic status. They may not have sufficient social exposure.

- Many students have working parents who cannot give adequate care to their children.
- Some students have problems of social adjustment during their adolescent development, and this may result in difficulties in life.
- Some students focus exclusively on their studies, paying little attention to human relationships and community affairs.
- Students lack the skills of self-management and leadership.
- Students have insufficient awareness of career and life planning.
- Students in general have a weak sense of national identity.

Our Opportunities

- Under the current Senior Secondary curriculum, students are given flexibility in choosing their subjects. They can fully develop their potential.
- After optimising the four senior secondary core subjects, more lesson time will be released for in-depth learning of electives and the arrangement of life-wide learning activities.
- More resources from the Education Bureau have been released. The resources include Life-wide Learning Grants, Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development, IT grants, etc.
- Life-wide learning Grant from EDB allows school to create more life-wide learning opportunities.
- Enhancement of school development and accountability will encourage the school to develop a better strategic plan and self-evaluation scheme.
- Most teachers have tried remote teaching using video conference systems. Most of them have practised some sort of eLearning strategies. They are eager to raise effectiveness in remote teaching.
- The EDB has put more emphasis on moral and national education in recent years.

Our Threats

- The Senior Secondary curriculum is tight and demanding. The teaching syllabi cannot be completed in normal school hours. Teachers have to conduct extra lessons. The time for developing students' cognitive skills is limited.
- An increasing number of students are cross-boundary students (CBS). They have different cultural backgrounds and learning styles. It is difficult to provide support and assistance to cross-boundary students.
- The coronavirus pandemic has disrupted student learning. It is also difficult to manage classes with both local and online students.
- The coronavirus pandemic has disrupted students' school and social life.
- The values and culture of entitlement, affluent life, free love, gambling, substance abuse, compensated dating and youth idols prevalent in today's society have had adverse effects upon some students.
- Network culture can have adverse effects on the moral development of students.
- There is an increase in the number of fragile students who have difficulties facing adverse conditions.
- More support is needed for SEN students, particularly during class suspension due to the coronavirus pandemic.
- Normal schooling has been disturbed by the coronavirus pandemic. It is hard to arrange extra-curricular activities, leadership training and career planning.
- Many teachers are approaching the age of retirement.
- Some experienced teachers have planned to emigrate.
- Classrooms are not enough for additional classes and split groups.

Major Concerns for 2021/22 – 2023/24 (in order of priority)

1. Personal Growth Programme:

To develop a personal growth programme that aids in giving students a purpose in life

2. Effective Learning Programme:

To develop an effective learning programme that helps students achieve their full academic potential

H.K.T.A. Tang Hin Memorial Secondary School
School Development Plan (2021/22-2023/24)

Major Concerns (in order of priority)	Intended Outcomes /Targets	Strategies	Time Scale		
			21/22	22/23	23/24
1. To develop a personal growth programme that aids in giving students a purpose in life	1.1 To help students improve themselves through positive education	1.1.1 Arrange staff development seminars and/or workshops to enrich teachers' knowledge on positive education.	✓	✓	
		1.1.2 Educate students on the importance of self-discipline through formal and non-formal curriculum.	✓	✓	✓
		1.1.3 Improve students' self-management skills in the formal and non-formal curriculum.	✓	✓	✓
		1.1.4 Help students build a healthy self-image and improve self-esteem.	✓	✓	✓
	1.2 To encourage students to set goals in their study and life.	1.2.1 Help students set and achieve short-term goals.	✓	✓	✓
		1.2.2 Promote career and life planning for long-term achievement.	✓	✓	✓

	1.3 To facilitate students to take action in order to improve themselves	1.3.1 Encourage students to conduct personal review regularly.	✓	✓	✓
		1.3.2 Foster student engagement in school and community service.	✓	✓	✓
		1.3.3 Enhance students' leadership and participation in ECAs.	✓	✓	✓
		1.3.4 Help students to be responsible citizens and increase their sense of national identity.	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes /Targets	Strategies	Time Scale		
			21/22	22/23	23/24
2. To develop an effective learning programme that helps students achieve their full academic potential	2.1 To help students learn more effectively by revising the curriculum	2.1.1 Improve the curriculum in order to help students strengthen their learning abilities.	✓	✓	✓
		2.1.2 Engage students in more in-depth study by revising the senior secondary curriculum		✓	✓
		2.1.3 Utilize the released lesson time after optimising the four senior secondary core subjects to arrange life-wide learning activities for S4 students.	✓	✓	✓
	2.2 To enhance student learning by adopting effective pedagogy and assessment strategies	2.2.1 Upgrade teaching and learning strategies through staff development, peer observation, sharing and collaboration among teachers.	✓	✓	✓
		2.2.2 Improve the mentoring programme for new teachers	✓	✓	✓
		2.2.3 Strengthen the implementation of the assessment for learning.	✓	✓	✓

	2.3 To improve students' learning skills and attitude	2.3.1 Facilitate e-learning to help students learn actively and independently.	✓	✓	✓
		2.3.2 Teach students independent learning skills.	✓	✓	✓
		2.3.3 Promote reading.	✓	✓	✓
		2.3.4 Arrange cross-curriculum activities to increase student engagement and upgrade their application skills	✓	✓	✓
		2.3.5 Enhance student proficiency in English.	✓	✓	✓
	2.4 To cater for students with different learning abilities and to help them achieve their full academic potential	2.4.1 Help less able students to learn better by organizing remedial classes, improving teaching strategies and motivating them to learn.	✓	✓	✓
		2.4.2 Provide special care for the students with special educational needs.	✓	✓	✓
		2.4.3 Offer more opportunities to gifted students to develop their special talents.	✓	✓	✓